Paraprofessional Orientation Manual



For use with

OPI Resource Guide for School Administrators, Educators & Paraprofessionals

December 2004

Orientation for Paraeducators

I. Introduction: This guide is designed to accompany the presentation *Orientation to Special Education:*Utilizing Montana State Resource Guide for Special Education Paraprofessionals in Montana Schools.
The entry level Standards for Paraprofessional from the Montana Consortium/OPI Paraprofessional Portfolio and Competency Checklist are emphasized in this orientation.

Directions: Please view the Presentation and co		nments in this booklet and turn
the booklet into your supervisor	by	If you have
questions, please talk to	at	

TOPIC	Manual Assignments	Slides	OPI Para Guide
I. Introduction to Presentation	☐ p. 2	2-15	
II. Who are Paraprofessionals		16-20	p. 6-8
III. Orientation to School District (7K3)		21-22	p. 18-25
Assignment: Checklist for orientation to school district	☐ p. 3-5	23	
IV. Code of Ethics (7K2)		24-25	p. 22
A. Reporting Child Abuse & Neglect (7K2)		26	p. 22-24
B. Confidentiality (7K1)		27-28	p. 24
V. Roles of the Paraprofessional and other Team Members (2K1, 2K2, 2K3, 4K2, 7K3)		29-33	p.13-17
Assignment: Work Style Inventory		34	
A. Working Together as a Team	☐ p. 6-8	35-38	p. 40-46
Assignment: Using the Resource Guide for Administrators, Educators and Paraprofessionals	□ p. 9	39	ALL
VI. Managing Student Behavior (3K3)		40-44	p. 48-51
VII. Instructional Strategies/ Assessment		45-51	p.52-67
Assignment: Using the Resource Guide for Administrators, Educators and Paraprofessionals	☐ p. 10	52	ALL
VIII. Health and Safety (3K1, 3S2, 3S3)		53-61	p. 68-73
Assignment: Using the Resource Guide for Administrators, Educators and Paraprofessionals	☐ p. 11	62	ALL
IX. Professional Development (7S2,7S3)		63	
Assignment: Complete Paraprofessional Development Needs Inventory	☐ p. 12-18	64-65	
X. Resources		66	p. 85
Assignment: Confidentiality Statement	☐ p. 19	67	p. 89
Assignment: Feedback Form	☐ p. 21	68	
			1

PROFESSIONAL ORIENTATION TO THE SCHOOL DISTRICT

Orientation for the paraprofessional to the school district procedures and policies is a first step toward making the workplace conducive to a positive working experience. General policies and procedures cover numerous topics and affect paraprofessional functioning in a variety of ways. Some of those topics include contracts, evaluations, sexual harassment, vacation and emergency leave, operating calendars, dress codes, standards of behavior, complaint procedures, fire drill procedures, smoking regulations, and school records policy. Reviewing the policy manual is essential so responsibilities can be executed appropriately. If a policy is not automatically provided, the paraprofessional should request one.

Other components to consider are:

- payroll
- transportation
- school health insurance
- negotiated agreements
- union affairs
- use of phones
- personnel
- universal precautions

"The time to repair the roof is when the sun is shining."

John F. Kennedy



Paraprofessional Orientation to the School Building

Individual buildings often have policies peculiar to that building, which affect personnel working within that building. For example, safety procedures are often specific to each work setting, and it is crucial that there is a thorough understanding of these procedures as early as possible. Such necessities as fire evacuation procedures and emergency-operating plans can be critical. Components of orientation for the paraprofessional at the school building include:

- safety and emergency procedures
- school schedules
- school handbook
- building and grounds map
- building discipline manual
- lunch and recess procedures
- accessing assistance
- using building equipment

The following checklist gives the paraprofessional an indication of the extent to which worksite policy and procedure information is needed. The checklist should be thoroughly studied initially and reviewed periodically for any changes. Although some of the suggestions may not seem very important, they can be helpful in improving the effectiveness with which the paraprofessional's job is performed.

(1) CHECKLIST OF THINGS THE PARAPROFESSIONAL NEEDS TO KNOW

	Phone numbers of supervisor, teacher(s) and/or colleagues.
	Fire evacuation routes and other emergency procedures.
	Building layout.
	Chain of command.
	Daily/weekly schedule. (See Appendix C)
	Names of building personnel and location of pertinent offices.
	Transportation system and personnel involved with student's class or program.
	Location of fire/safety equipment and first aid supplies.
	Location and operation of equipment.
	Location of and procedures for obtaining supplies.
	Appropriate playground rules and procedures.
	Lunchroom procedures and special event procedures.
	Procedure for notifying appropriate persons in case of illness.
	Policies regarding school records.
	Current update of the paraprofessional's specific responsibilities.
From Res	cource Guide for School Administrators, Educators, and Paraprofessionals

Individual Duties

Improving the ease and effectiveness in the daily functioning of the paraprofessional is important because settings in which paraprofessionals function varies from school to school and supervisor to supervisor. The following checklist of things for the paraprofessional to find out will assist in helping both the paraprofessional and the supervisor communicate clearly regarding "expectations" in the workplace.

QUESTIONS TO ASK THE FIRST WEEK ON THE JOB

- 1. What are your special and regular duties?
- 2. What records are you responsible for keeping?
- 3. What special services are available to the classroom and the school in which you work?
- 4. What schedules are you responsible for following?
- 5. What emergency provisions apply to your situations?
- 6. When do pupils come? When do they leave?
- 7. Where and when will the pupils in your classroom play?
- 8. What are the most significant playground regulations?
- 9. For what lunchtime activities will you be responsible?
- 10. Where are the supplies kept and how are they obtained?
- 11. What equipment is available and how is it obtained?
- 12. What is the line of communication and authority you are to follow?
- 13. If you are responsible for working with more than one teacher, how is your time divided?
- 14. What pupil records are available to you?
- 15. To whom should you direct questions concerning school policy?
- 16. With whom should you discuss a problem concerning relationships?
- 17. What should your response be when parents raise questions concerning their child's functioning in the classroom?
- 18. What is expected of you in terms of pupil management?
- 19. What course should you follow if you feel you do not have enough to do?
- 20. How does your teacher view the teacher/paraprofessional relationship?

From Resource Guide for School Administrators, Educators, and Paraprofessionals

Paraeducator's Work Style

Directions: Circle the number that indicates your level of agreement / disagreement with each statement.

	Disagree Agre				
1. I like to be supervised closely.	1	2	3	4	5
2. I like a flexible work schedule	1	2	3	4	5
3. I like to know exactly what is expected.	1	2	3	4	5
4. I like to decide which materials to use	1	2	3	4	5
5. I like to have a written work schedule	1	2	3	4	5
6. I need time to think ahead on the next task	1	2	3	4	5
7. I like to determine the instructional methods I use	1	2	3	4	5
8. I like to try new activities independently.	1	2	3	4	5
9. I like to be told how to do each task	1	2	3	4	5
10. I like to do several things at one time	1	2	3	4	5
11. I like to take on challenges and new situations	1	2	3	4	5
12. I like taking care of details.	1	2	3	4	5
13. I like to be very punctual	1	2	3	4	5
14. I like to give frequent feedback on how I prefer to be supervised	1	2	3	4	5
15. I like to bring problems out in the open	1	2	3	4	5
16. I like to get frequent feedback on my performance	1	2	3	4	5
17. I like to discuss when activities do not go well	1	2	3	4	5
18. I like working with other adults	1	2	3	4	5
19. I like to think things through for myself	1	2	3	4	5
20. I am a morning person	1	2	3	4	5
21. I like to speak slowly and softly	1	2	3	4	5
22. I like to work alone with little immediate interaction	1	2	3	4	5
23. I need a quiet place to work without distractions	1	2	3	4	5
24. I prefer that no one else touches my things	1	2	3	4	5
25. I prefer to work from a written plan	1	2	3	4	5

Professional's Work Style

Directions: Circle the number that indicates your level of agreement / disagreement with each statement.

	Disagree	?		Ag	ree
1. I like to supervise closely.	1	2	3	4	5
2. I like a flexible work schedule.	1	2	3	4	5
3. I like to let team members know exactly what is expected	1	2	3	4	5
4. I like to provide (or at least determine) all the materials that will be used	1	2	3	4	5
5. I like to have a written work schedule	1	2	3	4	5
6. I need time to think ahead on the next task	1	2	3	4	5
7. I like to determine the instructional methods that will be used	1	2	3	4	5
8. I like the para to try new activities independently	1	2	3	4	5
9. I like to give explicit directions for each task	1	2	3	4	5
10. I like to do several things at one time	1	2	3	4	5
11. I like a team that takes on challenges and new situations.	1	2	3	4	5
12. I like taking care of details.	1	2	3	4	5
13. I like to be very punctual	1	2	3	4	5
14. I like to get frequent feedback on how I can improve as a supervisor	1	2	3	4	5
15. I like to bring problems out in the open	1	2	3	4	5
16. I like to give frequent performance feedback to the paraeducator	1	2	3	4	5
17. I like to discuss when activities do not go well	1	2	3	4	5
18. I like working with other adults	1	2	3	4	5
19. I like to encourage others to think for themselves	1	2	3	4	5
20. I am a morning person	1	2	3	4	5
21. I like to speak slowly and softly	1	2	3	4	5
22. I like to work alone with little immediate interaction	1	2	3	4	5
23. I need a quiet place to work without distractions	1	2	3	4	5
24. I prefer that no one else touches my things	1	2	3	4	5
25. I prefer to work from a written plan	1	2	3	4	5

Work Style Score Sheet

Directions: Transfer scores from worksheets 1 and 2 to this form. Examine areas of agreement and disagreement. Your combined profile is unique: there are no "correct" scores or combinations. Decide whether your combinations are okay or not. Have a conversation in which you strive to determine how you will proceed to work together in light of your areas of agreement and disagreement.

Disagree	Hgree	General Content of Item	Disagre	e		14 9/	ree
1 2 3	4 5	1. Closeness of supervision.	1	2	3	4	5
1 2 3	4 5	2. Flexibility of work schedule	1	2	3	4	5
1 2 3	4 5	3. Preciseness of expectations	1	2	3	4	5
1 2 3	4 5	4. Decisions on which materials to use	1	2	3	4	5
1 2 3	4 5	5. Written work schedule	1	2	3	4	5
1 2 3	4 5	6. Time to think ahead on the next task	1	2	3	4	5
1 2 3	4 5	7. Decisions on instructional methods	1	2	3	4	5
1 2 3	4 5	8. Trying new activities independently	1	2	3	4	5
1 2 3	4 5	9. Specifying how to do each task	1	2	3	4	5
1 2 3	4 5		1	2	3	4	5
1 2 3	4 5	11. Taking on challenge and new situation	1	2	3	4	5
1 2 3	4 5	12. Taking care of details.	1	2	3	4	5
1 2 3	4 5	13. Punctuality	1	2	3	4	5
1 2 3	4 5	14. Giving /getting feedback on supervision	1	2	3	4	5
1 2 3	4 5	15. Dealing with problems out in the open	1	2	3	4	5
1 2 3	4 5	16. Giving / getting frequent feedback	1	2	3	4	5
1 2 3	4 5	17. Discussing activities that do not go well	1	2	3	4	5
1 2 3	4 5	18. Working with other adults	1	2	3	4	5
1 2 3	4 5	19. Thinking things through for myself	1	2	3	4	5
1 2 3	4 5		1	2	3	4	5
1 2 3	4 5		1	2	3	4	5
1 2 3	4 5		1	2	3	4	5
1 2 3	4 5		1	2	3	4	5
1 2 3	4 5		1	2	3	4	5
1 2 3	4 5		1	2	3	4	5

Situational Zuestions using Para Resource Guide

Read each situation and decide how the Resource Guide could be used to help. Note what page numbers could be used. Then, note how those pages would be used. (Example: pp.13-16 How? Copy these pages and hand out to all team members with a follow up contact with each to get any comments or concerns.)

Situation 1 (Standard 2:K2; Standard 3: K1, K3, S2; Standard 4:S1, Standard 7:K2, K3, S1, S3)

Susan is a paraprofessional being hired in January due to an increase of students needing help in the classroom. Susan has not worked in the school system before. Susan will need to get oriented to the school and district as well as federal and state policies. It is necessary for her to have information from where to hang her coat to the chain of command and how to handle suspected child abuse.

How could you use the Resource Guide to help Susan? <u>Pages</u> <u>How used</u>

<u>Situation 2 (Standard 2:K1,K3, S1, S2; Standard 3 K2, S4; Standard 5: K2, S4, S7, Standard 7: K1, K2, K3, S1)</u>

Margaret has been a paraprofessional for 9 years in the elementary school and has worked with Peter (a 4th grade student) for the last 3 years. Her supervising teacher, Lynn, is a first-year teacher and is new to this small, rural community as well. Peter's mother often asks Margaret for information regarding Peter's program and whether he is meeting his IEP goals. Lynn is having a difficult time finding her role as a supervising teacher due to Margaret's experience and familiarity with Peter and his program. Margaret and Lynn need to clarify their roles and expectations of each other.

How could you use the Resource guide to help Lynn and Margaret? <u>Pages</u> <u>How used</u>

<u>Situation 3 (Standard 3: K3,S1; Standard 4: K2, S4; Standard 5: K2,K3, S1,S2,S3,S4,S7; Standard 7: K4)</u>

Marvin is a paraprofessional working with a small group of students in 6th grade. There are two students that are making his small group instruction frustrating. Benny is having a difficult time staying on task and is often a behavior problem. Marvin does not feel he is handling the disruptions effectively. Lisa is having a difficult time understanding the material. Marvin feels he is just not "getting through" to her. Marvin needs some guidance and support.

How could you use the Resource Guide to help Marvin? <u>Pages</u> <u>How used</u>

Situation 4 (Standard 2:K1, K3, K4, S2, Standard 7: K2, K3, K4, S1)

Jennifer and Tracey are two paraprofessionals that have been working together in the same classroom all year. They have had their share of disagreement both professionally and personally. It is early spring and their interactions continue to be very negative. It is making the climate of the classroom very tense. Jennifer and Tracey need some mediation to try to workout some of their differences.

How could you use the Resource Guide to help Jennifer and Tracey?

Pages How used

<u>Situation 5 (Standard 2: K1, K3, S1, S2, S3; Standard 3: K1, K2, S1, S2, S3; Standard 4: K1, K2, S2; Standard 5: S1, S3; Standard 7: K1, K2, K3, K4, S1)</u>

Marcy has worked for the Henry Elementary School District for 5 years. Previously, Marcy worked in a Resource Room assisting students with Learning Disabilities. This year, she will be working one-on-one with Leon, a student with Multiple Disabilities. This student uses a wheelchair and needs assistance with feeding and toileting. Marcy is eager to work with Leon but is not familiar with universal precautions or ways to assist Leon with some of his personal care. She will also need information on how to gather and record data on his IEP goals.

How could you use the Resource Guide to help Marcy? <u>Pages</u> <u>How used</u>

Situation 6 (Standard 2: K1,K2,K3,K4, S1, S2, S3, S4; Standard 4:K2)

Mark is paraprofessional who, in the past, has worked one-on-one with a student with significant needs in a special education classroom. This year, he will be working in the Middle School. He will be working with the seventh grade team supporting students with learning disabilities in their classes. The seventh grade teachers do a lot of collaborative teaching with the special education staff. Mark will need to work collaboratively with all the different teachers he will be working with. It would also be helpful for Mark to have some information regarding assessment of the students he will be working with.

How could you use the Resource Guide to help Mark?

Pages How used

Professional Development Needs Inventory

Name (op	st)School:Grade Level(s):	_	
	paraeducators: Less than 1 year 1-5 years 6 or more years		
or profes review yo	Use the following checklist to identify areas of that you feel you may need additional sional development. Circle yes if you see it as a need, Circle no, if it is not. When you arour list of needs with your supervising teacher and/or principal and identify which areas or your position.	re do	-
	ery of Instruction (Montana Paraprofessional Standards: Standard 5) Observe and record student progress in academic areas	Yes	Nο
	Help students in drill & practice lessons (e.g. vocabulary, math facts)		
	Read / repeat tests or directions to students.		
	Listen to students read orally.		
	Help students with workbooks / other written assignments		
	Assist students to compose original work (e.g. stories, essays, reports)		
7.	Tape record stories, lessons, assignments		
8.	Modify instructional materials according to directions (e.g. lesson plans, IEPs). Y		
9.	Read to students (specify [e.g. texts material, stories])	Yes	No
10.	Listen to students reading orally	Yes	No
11.	Help students' work on individual projects.	Yes	No
12.	Facilitate students' active participation in cooperative groups	Yes	No
13.	Help students select library books / reference materials	Yes	No
14.	Help students use computers (specify purpose)	Yes	No
15.	Translate instruction / student responses (e.g. sign or other language)	Yes	No
16.	Translate teacher made materials / text materials into another language	Yes	No
17.	Explain / reteach concepts to students in other language (e.g. sign, Spanish) Y	Yes	No
18.	Carry out lessons on field trips as directed.	Yes	No
19.	Monitor student performance as directed	Yes	No
20.	Reteach / reinforce instructional concepts introduced by the classroom teachers .	Yes	No
21.			
22.			
23.			
24.			

ACTIVI	ty Preparation / Follow-up (Montana Paraprofessional Standards: Stand	lard 4	S1)
1.	Find / arrange materials / equipment (e.g. mix paints, set up lab materials)	Yes	No
2.	Modify or adapt materials / equipment for particular student	Yes	No
3.	Construct learning materials	Yes	No
4.	Prepare classroom displays.	Yes	No
5.	Order materials and supplies.	Yes	No
6.	Organize classroom supplies / materials.	Yes	No
7.	Operate equipment (e.g. tape recorders, VCRs, overhead projectors)	Yes	No
8.	Make audio and/or visual aids (transparencies, written notes, voice notes etc.).	Yes	No
9.	Schedule guest speakers / visitors as directed.	Yes	No
10.	Help prepare and clean up snacks.	Yes	No
11.	Help students clean up after activities.	Yes	No
12.	Distribute supplies / materials / books to students.	Yes	No
13.	Collect completed work from students.	Yes	No
14.	Participate in planning learning experiences for students with teacher	Yes	No
15.			
16.			
Su			
	pervision of Groups of Students		
	pervision of Groups of Students (Montana Paraprofessional Standards: Standard 4:K1)		
1.	-	Yes	No
	(Montana Paraprofessional Standards: Standard 4:K1)		
1.	(Montana Paraprofessional Standards: Standard 4:K1) Assist students on arrival or departure.	Yes	No
1. 2.	(Montana Paraprofessional Standards: Standard 4:K1) Assist students on arrival or departure. Supervise groups of students during lunch.	Yes Yes	No No
1. 2. 3.	(Montana Paraprofessional Standards: Standard 4:K1) Assist students on arrival or departure. Supervise groups of students during lunch. Supervise groups of students during recess.	Yes Yes Yes	No No No
1. 2. 3. 4.	(Montana Paraprofessional Standards: Standard 4:K1) Assist students on arrival or departure. Supervise groups of students during lunch. Supervise groups of students during recess. Supervise groups of students loading / unloading buses.	Yes Yes Yes Yes	No No No
1. 2. 3. 4. 5.	(Montana Paraprofessional Standards: Standard 4:K1) Assist students on arrival or departure. Supervise groups of students during lunch. Supervise groups of students during recess. Supervise groups of students loading / unloading buses. Monitor students during hall passing periods.	Yes Yes Yes Yes	No No No No
1. 2. 3. 4. 5.	(Montana Paraprofessional Standards: Standard 4:K1) Assist students on arrival or departure. Supervise groups of students during lunch. Supervise groups of students during recess. Supervise groups of students loading / unloading buses. Monitor students during hall passing periods. Escort groups of students to bathroom, library, gym, etc.	Yes Yes Yes Yes	No No No No
1. 2. 3. 4. 5. 6. 7.	(Montana Paraprofessional Standards: Standard 4:K1) Assist students on arrival or departure. Supervise groups of students during lunch. Supervise groups of students during recess. Supervise groups of students loading / unloading buses. Monitor students during hall passing periods. Escort groups of students to bathroom, library, gym, etc.	Yes Yes Yes Yes	No No No No
1. 2. 3. 4. 5. 6. 7.	(Montana Paraprofessional Standards: Standard 4:K1) Assist students on arrival or departure. Supervise groups of students during lunch. Supervise groups of students during recess. Supervise groups of students loading / unloading buses. Monitor students during hall passing periods. Escort groups of students to bathroom, library, gym, etc.	Yes Yes Yes Yes	No No No No

Be	havior Management (Montana Paraprofessional Standards: Standard 3K	3,S1)	
1.	Participate in classroom behavioral system as directed	Yes	No
2.	Observe and chart individual student behavior	Yes	No
3.	Give positive reinforcement and support as directed by IEPs / Individualized Behavior Plans.	Yes	No
4.	Mediate interpersonal conflicts between students.	Yes	No
5.	Provide instruction to students on how to mediate their own conflicts	Yes	No
6.	Provide cues, prompts to students who are mediating conflicts	Yes	No
7.	Provide physical proximity for students with behavior problems.	Yes	No
8.	Circulate in classroom to provide behavioral supports where needed	Yes	No
9.	Enforce class and school rules.	Yes	No
10.	Assist students who are self-managing behavior (e.g provide cues, prompts)	Yes	No
11.	Help students develop / self-monitor organizational skills.	Yes	No
12.	Provide cues, prompts to students to use impulse / anger control strategies	Yes	No
13.	Provide cues, prompts to students to employ specific prosocial skills	Yes	No
14.	Teach prosocial skill lessons	Yes	No
15.	Facilitate appropriate social interactions among students.	Yes	No
16.	Assist other students in coping with the behaviors of specific students	Yes	No
17.			
18.			
Etl	nics (Montana Paraprofessional Standards: Standard 7:K1,K2,S1: 3:K1,K2,S	'2,S3,.	S4)
1.	Maintain confidentiality of all information regarding students.	Yes	No
2.	Respect the dignity and rights of every child at all times	Yes	No
3.	Report suspected child abuse according to the law, local policies, procedures	Yes	No
4.	Abide by school district policies, school rules, and team standards in all areas.	Yes	No
5.	Communicate with parents and families as directed by the teacher.	Yes	No
6.	Provide accurate information about the student to those who have the right to k	now	
	[e.g. team members]	Yes	No
7.	Carry out all assigned duties responsibly, in a timely manner.	Yes	No
8.	Protect the welfare and safety of students at all times	Yes	No
9.	Maintain composure / emotional control while working with students	Yes	No
10.	Demonstrate punctuality, good attendance, report absences as directed	Yes	No

11.	Maintain acceptable hygiene and appearance.	Yes	No
12.			
13.			
14.			
15.			
Tea	am Participation / Membership		
	(Montana Paraprofessional Standards: Standard 2:ALL)		
1.	Meet with team as scheduled / directed	Yes	No
2.	Participate in team meetings by contributing information, ideas, and assistance	.Yes	No
3.	Participate in team meetings by listening carefully to the ideas of others	Yes	No
4.	Engage in appropriate problem-solving steps to resolve problems.	Yes	No
5.	Engage in mature conflict management steps / processes	Yes	No
6.	Use appropriate communicative actions in adult-adult interactions	Yes	No
7.	Respect the privacy / dignity of other adults.	Yes	No
8.	Participate in growth and development activities as specified in growth and		
	development plan	Yes	No
9.	Participate in school wide growth and development activities as specified	Yes	No
10.			
11.			
~-			
Cle	erical Work (Montana Paraprofessional Standards: Standard 4:S1)		
1.	Take attendance	Yes	No
2.	Type reports, tests, seat work, IEPs, assessment reports.	Yes	No
3.	Make copies.	Yes	No
4.	Sort and file student papers	Yes	No
5.	Record grades.	Yes	No
6.	Collect fees, i.e. lab, book, milk, activity, etc	Yes	No
7.	Correct assigned student-lessons / homework.	Yes	No
8.	Grade tests.	Yes	No
9.	Help with paperwork to facilitate parent-teacher appointments.	Yes	No
10	Inventory materials and fill out routine forms.	Yes	No

11.	Make arrangements for field trips.	Yes	No
12.	Maintain files for IEPs, assessment reports, other program reports.	Yes	No
13.	Maintain databases of student information.	Yes	No
14.			
15.			
Spe	ecific topics		
1.	Assisting students with improving reading skills.	Yes	No
2.	Assisting students with improving writing skills.	Yes	No
3.	Assisting students with improving math skills.	Yes	No
4.	Working with students with autism.	Yes	No
5.	Working with students with emotional/ behavioral issues	Yes	No
6.	Working with students with specific disabilities (specify:)	Yes	No
7.			
Ot	her		
8.	Attend IEP meetings with classroom teacher.	Yes	No
9.	Attend parent-teacher conferences with classroom teacher.	Yes	No
10.	Communication with families (specify)	Yes	No
11.	Contribute unique skills and talents (specify)	Yes	No
12.	Attend after school activities (specify)	Yes	No
13.			
14.			